

A STUDY ON THE SATISFACTION OF KOREAN UNIVERSITIES: FOCUSING ON MONGOLIAN STUDENTS

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Abstract—This study will examine the selection factors and satisfaction of Korean universities with a focus on Mongolian international students. This study examines whether Mongolian international students' university selection factors (International student management system, Residential conditions, Student support system, Educational service quality, University awareness) have a significant effect on university satisfaction. And it examines how university satisfaction affects university choice intention. As a result of the analysis, all of the selection factors have a positive impact on university satisfaction. And university satisfaction showed a positive effect on choice intention. This study is expected to be of great help to the university selection process for foreign students who came to choose Korean universities. For that reason, universities should pay great attention to the quality of educational services and the quality of professors and teachers, and continue to manage the attraction of international students.

Keywords— University Selection Factors, University Satisfaction, Intention of Choice

1. INTRODUCTION

Since 1990, when Korea and Mongolia established diplomatic ties, Mongolian peoples' interest in Korea has been increasing day by day. As the trend of globalization continues, students are turning to overseas universities in search of excellent educational programs that are expected to bring positive results to their future, such as adult education, vocational education, and higher education[1]. The number of international students worldwide, which stood at 1.8 million in 2000, soared to 2.7 million in 2005 (UNESCO, 2008), It is predicted that by 2025, the number will increase to 7.2 million, and 70% of this demand will be from Asian students[2].

Attraction and management of international students not only have a significant impact on the nation's economy due to each university's financial security and competitiveness but also on the nation's economy by attracting high-quality overseas talent. The increase in Mongolian students studying and living in Korea is expected to accelerate with the recent expansion of economic and cultural exchanges between Korea and Mongolia. Given this situation, a realistic

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understanding of Mongolian students studying in Korea is needed to understand and accept them. However, research on Mongolian students studying abroad is currently mostly focused on Mongolian students studying in Russia, China, Japan.

Although the number of Mongolian students who come to Korea to study abroad is rapidly increasing, there are few studies on Mongolian students. Therefore, this study aims to analyze the main factors of university choice and examine the factors of choice for Mongolian students who came to Korea to study abroad and Mongolian students who are new to Korean life. This study aims to reveal the reasons why the number of Mongolian international students decides to study in Korea and the factors that affect the choice of Korean university.

The basic scope of this study is as follows. With the research topic “Study on the Satisfaction of Korean Universities: focusing on Mongolian students” as the research topic, by analyzing the university selection factors of Mongolian international students, we finally suggest the policy implications of the preferred strategy for attracting Mongolian international students to universities. Currently, Korean universities have to review attracting foreign students to determine the problem of an insufficient number of students.

The specific goals to achieve these research objectives are as follows. This study examines whether Mongolian international students' university selection factors (International student management system, Residential conditions, Student support system, Educational service quality, University awareness) have a significant effect on university satisfaction. And it examines how university satisfaction affects university choice intention. As a result of the analysis, all of the selection factors have a positive impact on university satisfaction. Finally, based on the analysis results, a desirable policy direction for attracting foreign students to Mongolia is suggested.

2. THEORETICAL BACKGROUND

2.1. INTERNATIONALIZATION OF KOREAN UNIVERSITIES

There are various terms to express the era we are living in now, such as informatization, internationalization, globalization, and the global village. These are terms that refer to an era in which physical and human resources between countries and cities become more frequent and the amount of human resources increases. Among them, international students are expected to be in charge of the catalytic function as a channel for various exchange activities in the future, and it is worth noting that the number is greatly increasing and the pace of increase is also accelerating. Korea accounts for 1.5% of the total number of international students, and English-speaking countries occupy the highest share. The United States is 16.5%, the United Kingdom 13.0%, Germany 6.3%, France 6.2%, Australia 6.1%, Canada 4.1%, etc. shows a high percentage. The number of international students living in Korea reached 160.165 in 2019, and the current status of international students is as follows [Table 1].

Table 1. International Students in Korea (2011~2019)

Year	2011	2012	2013	2014	2015	2016	2017	2018	2019
Number of International students	89.537	86.878	85.923	84.891	91.332	104.262	123.858	142.205	160.165

Source: http://www.index.go.kr/potal/main/EachDtlPageDetail.do?idx_cd=1534

And major countries that come to Korea to study are China, Japan, Mongolia, Vietnam, the United States, and Uzbekistan. The current status of international students in major countries is shown in [Table 2].

Table 2. International Students in Major Countries (2017~2019)

Nation	China	Vietnam	Uzbekistan	Mongolia	Japan	United States	Other	Total
2017	68,184	14,614	2,716	5,384	3,828	2,767	26,365	123,858
(%)	55.1%	11.8%	2.2%	4.3%	3.1%	2.2%	21.3%	100.0%
2018	68,537	27,061	5,496	6,768	3,977	2,746	27,620	142,205
(%)	48.2%	19.0%	3.9%	4.8%	2.8%	1.9%	19.4%	100.0%
2019	71,067	37,426	7,492	7,381	4,392	2,915	29,492	160,165
(%)	44.4%	23.4%	4.7%	4.6%	2.7%	1.8%	18.4%	100.0%

Source: http://www.index.go.kr/potal/main/EachDtlPageDetail.do?idx_cd=1534

2.2. STATUS OF SUPPORT FOR INTERNATIONAL STUDENTS IN MONGOLIA IN KOREA

Although Mongolia has a total population of only 3 million, the number of Mongolian international students in Korea exceeded 7,300 as of 2019, ranking third in the share of foreign students in Korea by nationality. Among the reasons Mongolians prefer to study in Korea is their interest in Korean culture and development in the Korean economy. Attracting foreign students is of course important, but only when international students can complete their study abroad life without any inconvenience and discrimination or neglect while living in Korea so that the friendly feelings when they come to study abroad will not deteriorate into feelings of love when they return to their hometowns.

In this case, these foreign students can be nurtured as pro-Korean talents who spread Korea's positive image back home, not as guests who come and go in a short period and willfully fulfill their value as intangible assets to serve as ambassadors to Korea[3]. The number of Mongolian students in Korea reached 7381, accounting for 4.6% of the total international students. The current status of Mongolian students in Korea is as shown in [Table 3].

Table 3. The Current Status of Mongolian Students in Korea

Year	2011	2012	2013	2014	2015	2016	2017	2018	2019
Total number of international students	89,537	86,878	85,923	84,891	91,332	104,262	123,858	142,205	160,165
Mongolian international students	3,699	3,797	3,902	3,735	4,847	6,000	7,784	8,650	8,739

Source: http://www.index.go.kr/potal/main/EachDtlPageDetail.do?idx_cd=1534

According to the data on the current status of students studying abroad in Mongolia, 33% of the students are majoring in economics. As a result, it can be explained by the reason that after Mongolian international students major in economics and believe that they can get a good job in Mongolia after they receive their bachelor's and masters and doctoral degrees.

2.3. CHARACTERISTICS OF UNIVERSITY CHOICES

2.3.1. INTERNATIONAL STUDENT MANAGEMENT SYSTEM

The study abroad student management system refers to a system that supports foreign students living in Korea to study abroad successfully in universities. The study abroad management system is a systematic and specific system that helps students living in Korea complete their studies without inconvenience from the entry and entrance stages to graduation. And it is very important because the most basic tasks of studying abroad such as academic work and visas. Therefore, studies on student satisfaction, university preference, and university choice intention are gradually increasing.

2.3.2. RESIDENTIAL CONDITIONS

Residence conditions include accommodations, transportation conditions, and other convenient facilities necessary for international students to live abroad. This is a very important part because foreign students have to leave their country and live in an unfamiliar country. This part of living abroad should be decided very carefully from the point of view that once it is decided it is relatively difficult to move. Therefore, residential conditions are one of the factors that cannot be ignored when choosing a place to study abroad. According to Kim, Ju-young[4] research, to accommodate a large number of international students in universities, it is necessary to first prepare measures such as selection. Even in dormitory facilities, there are often no managers, and it is often difficult to communicate the complaints or requests of international students. In particular, since the cost of living in Korea is high, the burden of expenses outside the dormitory is high due to the lack of dormitory facilities and inconvenience. This is one of the factors that reduce the preference for studying in Korea by making the study environment itself poor again.

2.3.3. STUDENT SUPPORT SYSTEM

Scholarships for foreign students supported by the Ministry of Education, Science and Technology of Korea, the Ministry of Foreign Affairs and Trade, and the Ministry of Culture, Sports and Tourism of Korea are as follows.

- Korean language training scholarship (Ministry of Foreign Affairs and Trade)
- Scholarship students of the department of foreign studies invited by the Korean government (Ministry of Education, Science, and Technology)
- Scholarship students of the graduate of foreign studies invited by the Korean government (Ministry of Education, Science, and Technology)
- Scholarship for nurturing artists in East Asia (Ministry of Culture, Sports and Tourism)
- Scholarship system for graduate students majoring in Korea (Ministry of Foreign Affairs and Trade)
- Foreign Scholarship (Korea Foundation for Leaders and Development)
- International academic exchange support project (Korea Higher Education Foundation)

Looking at the systematic support project to attract foreign students, each university attracts excellent foreign students who meet their respective positions and demands and provides scholarships when applying for government financial support. Scholarships are paid differently for each university, and about 30% to 70% of the tuition is provided with

a scholarship of good grades, and most local universities provide scholarships exclusively for foreign students to attract foreign students.

2.3.4. EDUCATIONAL SERVICE QUALITY

According to a study by Gil-soo Shin and Geum-soon Hong[5], education is currently classified as a service in standard industrial classification in Korea. In addition, education is also included in GATT's service classification. According to the study of Yang Tae-sik [6], the quality of university education was explained in terms of reputation, mystery, resource, value-added, and performance dimensions. In the studies of Choi Deok-cheol and Lee Kyeong-oh[7] and Park Ju-seong et al.[8], the educational service provider school (school, faculty, and professor) provides related tangible and intangible services to the consumer, the student, to achieve educational purposes. It is defined as an activity that enables consumers to realize material and mental satisfaction. Based on these preceding studies, this study intends to conceptualize educational services into various educational activities and administrative support services provided by schools and faculty members to achieve educational purposes.

2.3.5. UNIVERSITY AWARENESS

The dictionary definition of awareness is the degree to which a person or thing is recognized. And awareness can be seen as a very important part of corporate activities after the emergence of brands in to distinguished from competitors amid the competition for various products and services. Alternatively, universities can also be recognized it as a brand, and awareness is intended to be looked at from the concept of brand awareness. In a study by Lim Chae-sook and Lim Yang-taek[9], awareness of the brand was referred to as 'the ability to identify the brand'. In addition, it is a concept that considers the overall awareness of the university, including faculty, educational facilities, and research facilities, and the degree of employment and occupations of graduates. This is a concept that is directly related to the qualitative excellence of the university. Looking at the study by Shin Bong-seop[10], one of the factors affecting university selection was the 'university reputation', that is awareness, was presented. In addition, according to a study by Songjeong[11], it was found that the social reputation of universities acts as an important factor in university choice. Choi Young-ok and Lee Sang-hwi[12] conducted a study on the satisfaction of international students with university education quality and confirmed that the social reputation of the university had a positive effect on student satisfaction.

2.4. SATISFACTION

Satisfaction is defined as "satisfied with the heart" and "sufficient and generous without shortage," and the level of satisfaction is expressed as "the degree to which satisfaction is felt"[13]. In the study of Wonhak Lee[14], satisfaction is a compound word of the Latin words 'Satis (enough) and 'Facere (to do or make)', and it can be seen as an emotional and evaluative response made by consumers when they purchase and experience a specific product or service. It is said that satisfaction can be defined in various ways, so it is very abstract and can be considered from various perspectives, and the concept of student satisfaction is "an overall reaction to educational services of students participating in education".

It was in 2000 that universities began to take an interest in satisfaction in earnest. Currently, each university has experienced difficulties in recruiting students due to a sharp decrease in the number of students and has begun to understand the problems in providing services and paying attention to the needs of students. Most of the current

university satisfaction surveys are conducted in the form of a formal questionnaire without analyzing the needs of students in schools that provide services. In addition, problem is that the satisfaction survey does not affect the school's policy-making process to increase students' satisfaction.

2.5. CHOICE INTENTION

Choice intention can be defined as the customer's likelihood to purchase the current service and is closely related to actual purchasing activity and customer retention. In other words, the customer compares the evaluation criteria that the benefits given in the relationship with the manager and the result of the cost paid are appropriate and determines whether the current relationship is satisfied[15]. Choice intention refers to the customer's planned future behavior, and in this study, the customer's predictive intention to use university services. In the study of Beverly[16], the structure of choosing to study abroad is divided into background characteristics, educational achievement, aspiration, social environment, institutional characteristics, financial factors, language and ability development, travel and location, and cultural experiences. Debra[17]'s study revealed that to broaden the perspective of motivation to study abroad, to improve self-improve, to get a job for pleasure, to make new foreign language skills, to make new friends, to experience different cultures, to develop independence, to study, to obtain a degree, and to go to school. In addition, Kotler[18] presented the university selection process more concisely and clearly, focusing on the student's activities. The college selection process he suggested consists of college admission decisions, specific college inquiries, information seeking and collection support, acceptance, and college selection enrollment.

3. RESEARCH DESIGN

3.1. RESEARCH MODEL AND HYPOTHESIS

The research model and hypothesis of this study are shown in [Figure 1].

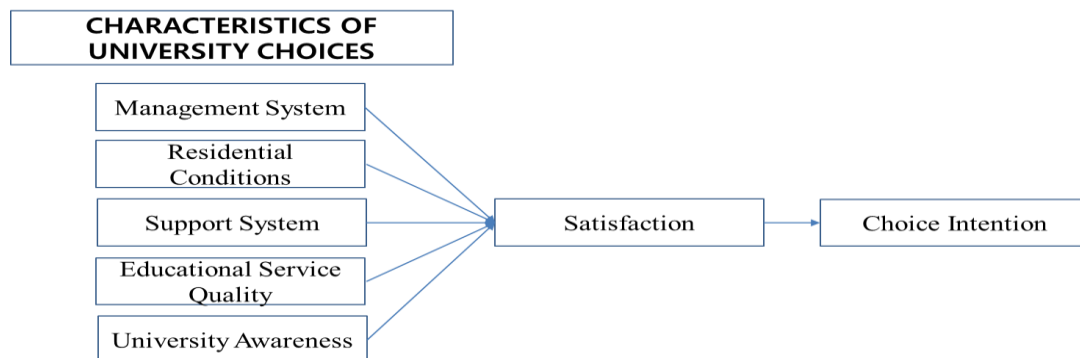


Fig. 1 Research Model

H1a: Management system will have a significant effect on satisfaction.

H1b: Residential conditions will have a significant effect on satisfaction.

H1c: Support system will have a significant effect on satisfaction.

H1d: Educational service quality will have a significant effect on satisfaction.

H1e: University awareness will have a significant effect on satisfaction.

H2: Satisfaction will have a significant effect on the choice intention.

3.2. RESEARCH SURVEY

The measurement items in this study are shown in [Table 4]. All the questionnaires in this study were measured on a 5-point likert scale.

Table 4. Measurement Scales

Construction and Researchers	Items
Management System Liu, Hui, 2008[20], Kim Chei In, 2009[21]	How helpful is the International Student Management Department?
	How helpful is the International Student Assistance Program?
	How helpful is the International Student Life Orientation?
	How helpful are Korean courses?
Residential Conditions Song jeong, 2011[11]	Are you satisfied with the dormitory facilities?
	Are you satisfied with the number of rooms in the dormitory?
	Are you satisfied with the cooking facilities?
	Are you satisfied with the cost of the dormitory?
	Are you satisfied with the reading room?
	Are you satisfied with the amenities around the university?
Support System Song jeong, 2011[11],	Is employment education for international students going well?
	Is the tuition discount system for international students working well?
	Is the academic scholarship system working well?
	Is support for academic information, such as academic conferences, well done?
	Are arts and physical education (sports, music, art) well supported?
	Is support for club participation successful?
Educational Service Quality Choi Young-ok and Lee Sang-hwi, 2006 [12]	Does the university have excellent faculty?
	Does the university have a well-equipped library and lecture hall?
	Does this university have good education-related programs?
	Is the physical environment of the university campus in good condition?
	The university's social reputation will be high.
University Awareness Shin Bong-seop, 1997[10] Choi Young-ok and Lee Sang-hwi, 2006 [12]	I will choose a prestigious university.
	I will choose a large university.
	I will choose the top universities.
	I will choose the country that others like (Korea).
	I will choose a country with a high cultural level (Korea).
Satisfaction Liu Dan, 2010[22] Lee Sei yung, 2011[23]	Overall, I am satisfied with the educational services of Korean universities.
	Studying at a Korean university will give me satisfaction
	I can realize my dream at a Korean university.
	I am satisfied with the image of our university.
	I am satisfied with the campus environment of our university.
	I am satisfied with the teaching quality of our university.
Choice Intention Lee Sei yung, 2011[23]	I would choose to increase tuition for this university service.
	I can confidently brag about this university to others.
	I will recommend introducing it to my friend and choosing it.
	I will highly recommend it to others to use.
	I hope this university will develop.

4. EMPIRICAL ANALYSIS

In this study, the survey was conducted on Mongolian students, where the analysis was performed using SPSS26.0 for basic analysis and hypothesis testing. The data were collected for 1 a month from July 2016 to August 2016. A total of 146 copies of the questionnaire were collected, and the final 141 copies were utilized for analysis, excluding unfaithful responses.

4.1. DEMOGRAPHIC CHARACTERISTICS

The demographic characteristics of this study are are shown in [Table 5].

Table 5. Demographic Characteristics

Division	Items	Frequency	Rate(%)
Gender	Man	57	40.4%
	Woman	84	59.6
Age	18~25years old	67	47.6%
	25~35 years old	73	51.7%
	35~45 years old	1	0.7%
Education	National University	58	43.6%
	Private University	74	52.9%
	Technical College	9	3.5%
Korean proficiency	Beginning level	18	12.8%
	Intermediate level	65	46.1%
	High level	57	40.4%
A university course	Undergraduate program	57	40.4%
	An exchange student	5	3.5%
	Graduate school Master's and Doctor's	15	10.6%
	Graduate school Master's	52	36.9%
	Graduate school Doctor's	12	8.5%
Major	Human science	19	13.5%
	Social science	38	28.0%
	Natural science	3	2.1%
	Engineering science	23	16.3%
	Medicine and pharmacy science	6	4.3%
	Other	52	36.9
How many times has this university?	First	55	39%
	Second	70	49.6%
	Third	15	10.6%
When did you come to Korea?	2005~2008year	42	30.3%
	2008~2012year	58	39.5%
	2012~2016year	41	30.2%
The purpose of studying in Korea?	I wanted to learn about other culture	18	12.8%
	I wanted to make foreign friends	3	2.1%
	I want to improve my skills.	76	53.9%
	I wanted to be independent	15	10.6%
	I wanted to improve my foreign language skills.	17	12.1%
	I wanted.....other.	12	8.5%

4.2. RELIABILITY ANALYSIS

Reliability analysis examines the relationship between each group of questions. This measurement is consistent with the inside compatibility of acceptable structures when the rate of Cronbach's Alpha is above .70. As be able to be seen from [Table 6], the Cronbach Alpha coefficients are upper than the recommended values (.835 - .871).

Table 6. Reliability Analysis

Construction	Items	Cronbach's Alpha
Management System(MS)	4	.864
Residential Conditions(RC)	6	.863
Support System(SS)	6	.871
Educational Service Quality(SQ)	6	.841
University Awareness(UA)	5	.881
University Satisfaction(US)	6	.835
Choice Intention(CI)	5	.837

4.3. FACTOR ANALYSIS

To evaluate the measurement model, we performed a covariance matrix validation factor analysis using spss 25.0. To improve the applicability of the model, the RC6, SQ4, SQ6, UA4, CI1 metrics with a standard load value equal to or less than 0.6 have been deleted. The factor analysis in this study is shown in [Table 7].

Table 7. Factors Analysis

Construction	1	2	3	4	5	6	7	Common value
MS1	.822							.805
MS 2	.806							.811
MS 3	.729							.719
MS 4	.501							.500
RC1		.837						.843
RC2		.821						.801
RC3		.869						.822
RC4		.739						.729
RC5		.687						.761
SS1			.753					.680
SS2			.598					.696
SS4			.664					.693
SS5			.743					.770
SS6			.657					.640
SQ1				.667				.752
SQ2				.635				.787
SQ3				.544				.764

SQ5				.517				.684
UA1					.848			.817
UA2					.772			.750
UA3					.807			.693
UA5					.633			.651
US1						.572		.640
US2						.691		.758
US4						.700		.678
US5						.714		.719
US6						.703		.728
CI2							.636	.748
CI3							.766	.746
CI4							.771	.707
CI5							.578	.539
Eigenvalue	11.977	2.996	2.466	1.530	1.413	1.155	1.009	
Accumulated%	38.634	9.665	7.956	4.935	4.559	3.726	2.883	
%dispersion	38.634	48.299	56.255	61.190	65.748	69.475	72.358	

4.4. CORRELATION ANALYSIS

The correlations among the variables were analyzed. As a result of comparing the correlation of all two variables. In addition, no pair of measures was found with a correlation that exceeds 0.9, indicating no multicollinearity exists among the construct. The correlation matrix shown in [Table 8] supports a predictable positive relationship between the studied variables with high statistical significance.

Table 8. Correlation Analysis

Construction	M	STD	1	2	3	4	5	6	7
Management System	3.16	.979	1						
Residential Conditions	3.19	1.001	.500	1					
Support System	3.12	.854	.515	.311	1				
Educational Service Quality	3.83	.912	.503	.594	.479	1			
University Awareness	3.32	.833	.259	.230	.235	.408	1		
University Satisfaction	3.62	.881	.555	.617	.511	.743	.439	1	
Choice Intention	3.55	.955	.463	.550	.461	.732	.566	.794	1

4.5. REGRESSION ANALYSIS

4.5.1. MULTIPLE REGRESSION ANALYSIS

The results of multiple regression analysis in this study are shown in [Table 9]. For models with the goodness of fit to results are $R^2 = .657$, $F=51.764$. The hypothesis test results are as follows. Management System has a significant positive effect on University Satisfaction($B=.104$, $p=.080$), and the H1a hypothesis is 10% accepted. Residential Conditions has a significant positive effect on University Satisfaction($B=.205$, $p=.001$),

and the H1b hypothesis is accepted. Support System has a significant positive effect on University Satisfaction(B=.149, p=.021), and the H1c hypothesis is accepted. Educational Service Quality has a significant positive effect on University Satisfaction(B=.401, p=.000), and the H1d hypothesis is accepted. University Awareness has a significant positive effect on University Satisfaction(B=.161, p=.007), and the H1e hypothesis is accepted.

Table 9. Multiple Regression Analysis

Independent variable	Dependent variable	B	t	Sig.	Collinearity Statistics	
					Tolerance	VIF
University Satisfaction	(constant)	.103	.435	.664		
	Management System	.104	1.762	.080	.590	1.695
	Residential Conditions	.205	3.542	.001	.589	1.698
	Support System	.149	2.342	.021	.666	1.502
	Educational Service Quality	.401	5.780	.000	.492	2.035
	University Awareness	.161	2.750	.007	.828	1.208
R .657, F=51.764						

4.5.2. SINGULAR REGRESSION ANALYSIS

The results of singular regression analysis in this study are shown in [Table 10]. For models with the goodness of fit to results are $R^2 = .630$, $F=236.719$. The hypothesis test results are as follows. University Satisfaction has a significant positive effect on Choice Intention(B=.161, p=.007), and the H2 hypothesis is accepted.

Table 10. Singular Regression Analysis

Independent variable	Dependent variable	B	t	Sig.	Collinearity Statistics	
					Tolerance	VIF
Choise Intention	(constant)	.430	2.061	.041		
	University Satisfaction	.861	15.386	.000	1.000	1.000
R=.630, F=236.719						

5. CONCLUSION

The purpose of this study was to find out what factors affect Mongolian international students' choice of university, and whether there are significant differences in satisfaction and choice intention with Korean universities.

The results of the survey conducted on Mongolian students at Gyeongsang National University and Kyungnam National University of Science and Technology in Gyeongnam, Korea, where the researcher resides, are summarized as follows. Factors that students consider when choosing a university were analyzed by dividing them into five independent variables: international student management system, residential conditions, student support system, educational service quality, and university awareness. Overall, students chose educational service quality as the most important factor. Next, residence conditions and university awareness were selected in order.

First, Management System has a significant positive effect on University Satisfaction. In other words, students do not want professors only as lecturers in the classroom, but

also want human relationships that consult professors comfortably and work with professors from the study, employment, career, and life, and satisfaction increases when these relationships are well established. Second, Residential Conditions has a significant positive effect on University Satisfaction. Third, a Support System has a significant positive effect on University Satisfaction. Therefore, to attract more Mongolian students, efforts such as expanding the scholarship system for foreign students and simplifying visa procedures are needed, and in the long run, efforts to improve national awareness are also needed. Alternatively, it is necessary to continuously manage the strategic implementation of tuition and scholarships, improve external performance of affiliated universities such as employment rates and contests, and internal promotional activities for social activities and alma mater support. Fourth, Educational Service Quality has a significant positive effect on University Satisfaction. In other words, it was analyzed that excellent faculty and excellent curriculum had a relatively important effect on regular degree students who came to study abroad for a degree. Class factors such as reputation, excellent faculty, and excellent curriculum of academic and research achievements determine the overall reputation of the university, so it is analyzed that excellent universities with good reputations play a very important role for Mongolian students. Fifth, University Awareness has a significant positive effect on University Satisfaction. Finally, University Satisfaction has a significant positive effect on Choice Intention. Therefore, the higher the satisfaction with Korean universities, the higher the intention to choose Korean universities.

Based on the contents of this study, we tried to propose the basic direction of the strategy to attract foreign students and the plan for each region, but it has the following limitations. First, the results of this study have a limitation in that they do not sufficiently reflect the differences according to the characteristics of each university. For in-depth research, each group should be classified according to the characteristics of the university and conclusions should be drawn for each of these characteristics. Second, the actual survey respondents need to target high school students in Mongolia who are considering studying at universities in Korea. However, despite being the most direct targets, they were judged to be somewhat inappropriate for research because there was no prior image of Korean universities. As a result, their past experiences were investigated for Mongolian students preparing to study in Korea and students studying in Mongolia. However, future research will require an evaluation of Korean universities targeting various classes such as Mongolian high school students and parents. Third, since only international students from a specific country called Mongolia are studied, this does not reflect the characteristics of all foreign students in Korea. Therefore, in the future, research should be conducted by expanding from Mongolian international students to all foreign international students. Lastly, there is a limitation in that it did not reflect the differences between several universities because it targeted several schools with representative research characteristics due to temporal and spatial constraints.


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AUTHOR' S INTRODUCTION

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